

GUIDELINES FOR RECRUITMENT OF
OLDER STUDENTS INTO PROGRAMS OF STUDY
IN THE STATE UNIVERSITY SYSTEM

BY

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TO MY WIFE
JEANNE MOREAU

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TABLE OF CONTENTS

	PAGE
ACKNOWLEDGMENTS	iii
ABSTRACT	vi
 CHAPTER	
I INTRODUCTION	1
Background of the Study	1
Purpose of the Study	6
Statement of the Problem	7
Delimitations and Limitations	8
Justification of the Study	9
Definition of Terms	10
 II REVIEW OF LITERATURE	 11
Demographics of Florida's Older Adults. .	12
Barriers Facing Older Adults	15
Mandatory Retirement	17
Educational Needs of Older Adults	21
Legislation Pertaining to Education for Older Adults	 32
 III PROCEDURE	 36
Population Selection	36
Study Design	41
Validation of Survey Instruments	42

	PAGE
IV	ANALYSIS OF DATA 44
	University's Enrollment of Older Adults . 45
	University's General Interest in Older Adults 48
	Real or Fictional Barriers 51
	Perceptions of Adult Needs or Wants . . . 54
	Needs and Desires as Perceived by Adults. 57
	General Attitudes and Interests 62
	Barriers as Perceived by Adults 66
V	SUMMARY, CONCLUSIONS & RECOMMENDATIONS . 68
	Summary 68
	Conclusions 72
	Recommendations 73
APPENDICES	
A	QUESTIONNAIRE FOR UNIVERSITY ADMINISTRATORS AND FACULTY 77
B	EDUCATIONAL SURVEY OF OLDER ADULTS IN SELECTED UNIVERSITY AREAS 80
	REFERENCES 82
	BIOGRAPHICAL SKETCH 87

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The major purposes of this study were to identify and describe barriers to the enrollment of older adults (age 60 and over) as students in public universities of Florida and to recommend guidelines for recruitment. By use of the Key Informant Approach, data were gathered from organization presidents and agency directors of such groups as the National Retired Teachers Association, The American Association of Retired Persons, the National Association of Retired Federal Employees, Area Agency on Aging, Aging and Adult Program, Retired Officers Association, Center for Career Transition, Council on Aging, Retired Senior Volunteer Program and the Older Women's League; and from selected administrators and faculty of the State University System (SUS).

Barriers were identified as follows:

1. Educational and vocational counseling continue to be oriented toward the traditional student.
2. University procedures and practices impede the

enrollment of older adults especially, in the areas of admission and registration.

3. Lack of information concerning courses that are available to older adults is a detriment.
4. Negative attitudes among personnel on campus discourage older adults from returning as a student.
5. Many services are not sufficiently advertised or publicized so that benefits may be derived.

The following guidelines were recommended:

1. The SUS should provide access to all programs and services regardless of age.
2. The SUS should provide leadership in identifying statutes, procedures or practices that impede the enrollment of older adults.
3. The SUS should make educational services more available.
4. The SUS should make continuous evaluation of the needs of older adults.
5. The SUS should strive to increase enrollment of older adults to some acceptable quota.
6. The SUS should consider establishing one or more Senior Citizens Fellowship Programs.
7. SUS should welcome the opportunity to work closer with industries and their retiring employees.

CHAPTER I INTRODUCTION

Background of the Study

In the past, scientists have been reluctant to devote their careers to the field of aging and the accompanying problems of an ever-increasingly larger adult population, often because of a lack of interest and insufficient theoretical and technical knowledge. During the 1950s, 60s, and 70s, the United States became a fast-moving, constantly changing, youth-oriented society—not too aware of its rapidly expanding older citizenry. Problems within the Social Security programs were indicators that a greater proportion of people than ever before in history were living beyond middle age and reaching the preselected date for retirement, age 65.

Ten percent of the United States' population are now over 65 years of age. By the year 2020, this figure could increase to 28%. Paradoxically, the extended average life expectancy (which has risen from 47 years in 1900 to 71 years in 1970) has reduced the already limited social status of the old (Butler, 1975).

During the 1980s, life expectancy (for the newborn) will reach age 75. More than 25 million people will be

age 60 and over, and, having attained that age, women will live 21.7 years longer (until age 81.7) and men will live 18.2 more years (until age 78.2), according to the 1979 Tax Facts' Actuarial Tables.

Benjamin Franklin, in Poor Richard's Almanac said, "Wish not so much to live long as to live well." Robert N. Butler, M.D., in Why Survive? Being Old in America, wrote that

It is not enough to have more and more people simply surviving; they have to be a vigorous, involved, contributory self-respecting group of people who are still a vital part of their society. (1975, p. 20)

While president of the Adult Education Association of the United States, in October, 1977, Dr. Rosalind Loring stated that

Only a few years back, 1957 in Los Angeles, I planned a conference to discuss the problems of the aged and aging in our learning program. That program was a fiasco, a conference to which nobody came. Our educators, our community leaders and our government officials were concerned only with our under 30 society. The word "gerontology" was distantly heard. Age and the study of it were disdained, it seemed. (in Sherron & Lumsden, 1978, p. viii)

Educational gerontology is a young field that has experienced spectacular growth over the past two decades. The field has generated a nomenclature that is not always precise and that frequently contributes to misunderstanding and confusion. A review of the literature of continuing education and gerontology has uncovered no definitions of

the parameters of the field. Consequently, the following definition is proposed as a starting point for future discussions on the topic. Educational gerontology may be defined as the study and practice of instructional endeavors for and about aged and aging individuals. It can be viewed as having three distinct, although interrelated, aspects:

1. educational endeavors designed for people middle aged and older
2. educational endeavors for a general or specific public about aging and older people, and
3. educational preparation of people who are working or intend to be employed in service to older people in professional or paraprofessional capacities. (Peterson, 1978, p. 7)

Peterson further stated that

Educationalgerontology has developed from relatively new fields—adult education and social gerontology. The interface of these two fields is a recent origin, so it is not surprising that the confluence has less precision than might be desired. . . . [I]t is an extension of adult education into the later stages of life. Lifelong learning, as it is now called, has gained widespread attention, and is currently being encouraged by many educational institutions. (p. 8)

Clark stated in 1971 that

A stranger to the planet Earth, examining our educational system, would probably deduce that human learning begins on September 1 at the age of five and terminates shortly after the age of twenty-one. Obviously, this is pure nonsense. This writer believes that education, or learning, is a lifelong process that is as basic to man as eating and sleeping. We must realize that learning begins and terminates with life itself. (p. 7)

On December 18, 1975, Senator Walter F. Mondale, Minnesota, stated in hearings before the Subcommittee on Education of the Committee on Labor and Public Welfare,

U.S. Senate, 94th Congress, First Session on S. 2497
(The Lifetime Learning Act) that

During recent years, we have been witnessing the development of an exciting new concept in education. We have seen its beginning in many educational institutions and organizations throughout the country, and we have heard it identified in a variety of different ways. . . . But whatever we call it, this is a movement based on the growing recognition of education as a means of meeting diverse and changing needs of Americans throughout all stages of their lives. (in Peterson, 1979, p. 1)

This became known as the Mondale Act and was Part B of the amended Title I of the Higher Education Act of 1965. Senator Mondale further stated that

Lifelong learning offers hope to those who are mired in stagnant or disadvantaged circumstances—the unemployed, the isolated elderly, women, minorities, youth, workers whose jobs are becoming obsolete. All of them can and should be brought into the mainstream of American life. . . . [L]ifelong learning . . . is a necessary step toward making the lives of all Americans more rewarding and productive. (in Hartle & Kutner, 1978)

In 1974, the National Advisory Council on Adult Education (NACAE) indicated that in the early 1970s 50 million adults were in need of adult basic education. (These adults were identified as persons age 16 or over.) An "older adult" in this study is identified as a person age 60 or over, and the Administration on Aging estimated that about 13 million of the 50 million were in the category of older adults.

In 1975 Gleazer stated that

There is some reason for surmising that large numbers of high school graduates as well as high

school "drop-outs" are postponing their educational work and may very well be looking for educational opportunity when they are older.

Whatever the reason, it takes no prophet to see that the span of vision of many of our educational institutions will be much broader than in the past with regard to the age of their clientele as well as other characteristics. What institutions will serve which clientele shapes up to be an issue of possible controversy.

Recently, in one heavily populated state, the legislature notified the community schools, the community colleges, and the universities, all of whom had made separate requests for appropriations to serve this older population, that no consideration would be given those requests until the institutions got together and worked out a coordinated pattern of services which took into account what each category of institutions was able to bring to the enterprise. (Gleazer, 1975, p. i)

A July 1, 1977, study indicated the total population of Florida as 8,717,334. Of these, 2,000,362 were age 60 or over. This was an increase of 652,071 above the population reported in the census of July 1, 1970 (an average annual increase of 93,153 during the first seven years of the 1970s (Osterbind & O'Rand, 1979).

In 1980, there were 28 community/junior colleges and nine public universities to serve more than 2 million persons age 60 and over. The University of Florida, in Gainesville, had an enrollment of 31,975 as of October, 1979. Of this number, only sixteen students enrolled who were age 60 and over. That is approximately .05%. And of the 2 million persons age 60 and over, it is .0008%.

Institutions of higher education in Florida contributed extensively to adult and continuing education prior to 1980. It seemed apparent that universities would face even greater challenges during future decades. The Carnegie Council on Policy Studies in Higher Education predicted in its 1979 report that college enrollment would shrink from 15% to 5% during the 1980s and 1990s. Census Bureau quotations indicated that the number of 18 to 24 year-olds would fall 23% by 1997. But the Council forecast that this drop could be cushioned by increasing college enrollment of adults, women, and minorities and a lowering of the 40% college dropout rate which existed in 1979.

Colleges and universities face future challenges of continuing their efforts in the achievement of national goals for adult education while recognizing that more needs to be done concerning lifelong learning. It is important to fit education to the characteristics of the life cycle: preretirement, retirement, career transition, leisure, and death. State and federal legislation continue to urge the adoption of more programs for lifelong learning as is being shown by the proposed amendments

to the Higher Education Act of 1965 by the Education Amendments of 1980.

In recognition of these facts and with the knowledge of barriers which have existed, this study was undertaken.

Statement of the Problem

The major purpose of this study was to identify and describe barriers which existed to the enrollment of older adults (age 60 and over) as students in the public universities of Florida, and to develop guidelines which would assist the State University System (SUS) in eliminating those barriers.

The following subproblems were identified:

1. What are the educational needs and desires of the older adult population in Florida?
2. What are the perceptions of university administrators regarding their current efforts to serve the educational needs of older adult students?
3. What do older adults perceive as existing barriers to their enrollment in universities?
4. What are the perceptions of university administrators regarding existing barriers to the enrollment of the older adult population?
5. What university, state, and/or federal regulations exist that constitute barriers to enrollment of older adults as students in the State University System?

Delimitations and Limitations

This study was limited to three universities in the State of Florida as being representative of the nine universities in the State University System (SUS):

1. University of Florida, Gainesville, Alachua County, established in 1853, moved to its present urban/rural setting in 1905.
2. University of North Florida, Jacksonville, Duval County, opened in 1972 as an upper-level institution with junior, senior and graduate programs in a large metropolitan area.
3. University of South Florida, Tampa, Hillsborough County, opened in September, 1960, in the Tampa-St. Petersburg Standard Metropolitan Statistical Area (SMSA).

The data for older adult individuals and groups were restricted to those persons age 60 and over who were eligible to enter a university as a student (i.e., they had completed two years of community/junior college or could meet university entrance requirements).

Interviews with staff representatives of each of the three universities included the President, or his representative; the Dean of Academic Affairs; one or more College Deans; the Business Manager; the Registrar; and selected faculty members.

Data were limited to the period 1961 to 1980.

Definition of Terms

Adult. A person age 16 or over.

Adult basic education. Education for out-of-school adults (16 or over) who usually do not read or write.

Barriers. Factors that tend to restrict or impede older adults from enrolling as students at universities.

Educational gerontology. The study and practice of instructional endeavors for and about the aged and aging.

Expressive orientations. Activities that yield immediate gratification, simply by participating in them.

Gerontology. A branch of knowledge dealing with aging and the problems of the aging.

Instrumental orientations. Activities that provide gratification at a later date, upon completion of some goal.

Life expectancy. An expected number of years of life based on statistical probability, beginning at a stated age.

Lifelong learning. Education that continues through one's lifetime, from the cradle to the grave.

Older adult. A person who is age 60 or over.

Relevance. The extent to which educational programs address the educational needs of older adults.

Standard metropolitan statistical area (SMSA). Refers to a county or group of contiguous counties which contain at least one central city of 50,000 inhabitants.

Justification of the Study

If the projections made by the Carnegie Council on Policy Studies in Higher Education, January 22, 1980, for the decades of the 1980s and 1990s prove to be correct--that is, fewer students in the age 18-24 group and greater sources of supply among the older adult population--it seems imperative that universities begin planning early in 1980. From a population of two million in 1980 to a projected population of over three million in 1990, Florida's universities face a considerable challenge in providing for lifelong learning.

This study can add to the body of knowledge pertaining to perceived barriers which exist to the enrollment of older adults as students and give some direction toward guidelines for recruitment of older adults as students in the State University System.

Chapter I has introduced the study with background information and will be followed by:

Chapter II: Review of Literature

Chapter III: Procedure

Chapter IV: Analysis of Data

Chapter V: Summary, Conclusions and Recommendations

CHAPTER II REVIEW OF LITERATURE

Older persons, as a group, are among the most disadvantaged in society. Whether one considers income, health care, housing, or opportunities for satisfying activities and interactions, substantial minorities of aging individuals face problems in these areas. Current policies and practices toward the aged are contradictory. Overtly, society endorses the principle that older persons deserve the conditions necessary for leading a decent life. However, previously established biases against the elderly have prevented many programs from succeeding. Robert N. Butler, M.D., stated these ideas succinctly when he wrote:

Longevity is no longer viewed with awe and envy now that it has been mass-produced through medical science. The old are people caught in a cultural time lag--suddenly there are large numbers of them and no one knows quite what to do. In each succeeding decade the proportion of elderly to young in the population increases. Anticipated breakthroughs in major killers like cancer and heart disease may swell the ranks of the old even more.

But is it all worth it? The truth is that we cannot promise a decent existence for those elderly now alive. We cannot house them, employ them or even feed them adequately. . . . Our ultimate goal is a national policy on aging of which we can be proud. (1975, p. xi)

Gerontologists consider that retirement, along with the death of a mate, are the two most shattering, traumatic events of later life. The day his retirement starts, a man is apt suddenly to feel very old. Many books and articles are published each year explaining "how to make the most of your retirement." There are a host of organizations concerned with the rights and opportunities of pre-retirees and retirees. The business of keeping older adults active and well in retirement extends into many different fields.

Demographics of Florida Older Adults

It was projected in 1977 that by the end of the year, 1979, the State of Florida would have the highest percentage of its population in the age 60 and over category of any state in the United States (Osterbind & O'Rand). Florida's appeal to retirees had continued because of excellent weather, recreational and retirement opportunities. However, as the state invites and accepts its new older citizens as retirees, it also assumes the responsibility of providing various services after they become residents.

Fulfillment of the concepts of lifelong learning may be the answer to social problems which are certain to accompany the increasing growth of an older adult population in Florida during the 1980s and 1990s.

Polls indicate that as many as one-fourth of the older adults in the United States do some sort of volunteer work. Lifelong learning programs should seek to engage volunteers in a variety of roles: classroom teaching, consulting (academic or administrative), brokering work (after suitable training), advising independent learners, and clerking and record keeping, for example. Retired people are an obvious pool from which to recruit facilitators (Murphy & Florio, 1978).

Many definitions or conceptions of lifelong learning have been put forth in this country and abroad in the past decade. They are generally focused on adults only. The Lifelong Learning Project, 1978, defined it as "the process by which individuals continue to develop their knowledge, skills, and attitudes over their lifetimes"—a psychologically oriented definition" (Peterson, 1979, p. 4).

This study emphasized the importance of lifelong learning for older adults who were eligible for immediate entry as students into a university for a degree, or a second degree, for career transition or postretirement updating for certification or specialization.

Career education, as a concept, was strictly a federal invention—introduced in 1974 by then Commissioner of Education Sidney Marland. Passage of the Career Education Act in 1974 launched a variety of demonstration projects and other activities in a third of the nation's school districts. . . . [D]epending on how it is implemented in the years ahead, it could be an important springboard

into a lifelong learning approach to public education . . . the nation's education system. It is hardly a system, however, if that word implies order and coherence. Not only is there little communication, coordination or cooperation among the school-nased sources of education, there is often aggressive competition and, not infrequently, open hostility between them. (Peterson, 1979, pp. 20, 26)

Peterson continues:

Increasingly, the competition is centering on adult students. They are strenuously sought by

- a. . . . university undergraduate education
- b. Public school adult education
- c. Community/Junior Colleges
- d. University extension and continuing education. (p. 14)

This "graying of the campus" is surely one of the most interesting prospects for the future higher education scene.

The four-year college or university provided only 19.1% of the educational services of the adult population in 1975, despite the fact that 89% of the adults who were participating in organized learning activities were high school graduates. The balance were served by two-year colleges and a variety of sponsors such as employers, labor unions, and professional associations (Cross, 1979).

Cross further stated that participation and interest in organized educational activities are clearly functions of age. Enrollment drops sharply after age 55 (5.8% for ages 55-64 and 2.3% for ages 65 and older in 1975). Sadly, the data also reveal the socialized perception that learning is for young people. The feeling of being too old to learn increases steadily with age until it becomes a common barrier to education for older people (Cross, 1979).

The 1970 census for Florida indicated that 234,302 persons age 60 and over had attended college. By extrapolating, there were over 300,000 in 1980 and over half of them residing in the eight city/county areas where the state's nine universities are located (Osterbind & O'Rand, 1979). A recent survey of educational programs showed that

over half of the public two-year colleges and public universities offered instructional programs specifically designed for older adults. . . . [T]he elderly are among the most under-represented of all subgroups in adult educational activities. More than any other groups, the major barriers to group participation of the elderly are motivational. (Cross, 1979, p. 86)

There appear to be three demographic variables that are highly relevant to educational planning: age, educational attainment, and place of residence. The data indicate that there is much more which can be done to plan effective learning opportunities for older adults.

Barriers Facing Older Adults

The obstacles that deter older adults from participating in organized learning can be classified as:

1. Situational: lack of time, geographical location and improper transportation service
2. Dispositional: attitudes about learning, boredom with school or lack of confidence
3. Institutional: universities exclude certain groups, inconvenient schedules, full-time

fees for part-time study, restrictive time and location.

For the overall group of adults (over age 16), cost and lack of time lead all barriers. But for older adults, these two barriers drop to a lower level of priorities; for example, professional and better-educated classes say they have the money but not the time. In the future, the still active professionals may have to take the time to return to the universities for updating skills and re-licensing. But retirees will usually have the time, and, if the money problem is solved, the top two barriers, if they truly are, could be eliminated (Cross, 1979).

Cross continues:

One of the significant findings in a recent California study was that 167 different subjects were indicated as first-choice in order of preference among older adults. The learning interests of adults are not only diverse—they seem almost insatiable. Such diversity of interests will present special problems for the university which is trying to schedule courses based on need assessment and attainment of goals and objectives. (p. 118)

Each university will be challenged in the future to determine its own situation regarding what researchers have found to be institutional barriers:

1. Scheduling problems for older adults
2. Lack of courses that are interesting, practical or relevant
3. Problems presented by classroom location
4. Transportation difficulties, on or off campus
5. Procedural problems related to registration, attendance and time requirements
6. Degree of difficulty in acquiring information concerning procedures and programs. (Cross, 1979, p. 111)

Mandatory Retirement

In the absence of any evidence to the contrary, most college and university faculty and administrators agree that several current trends in higher education are likely to continue, becoming even more acute as the next decade passes. Fewer and fewer students will be attending institutions of higher education. Costs will be escalating and funding sources both inside and outside the university will continue to evaporate. At the same time, the huge number of assistant professors hired to deal with the baby boom years of the decade of the 1960s will be the senior faculty of the late 1970s and 1980s. In short, an acute cost squeeze is about to arrive at the door of the university. (George, 1979, p. 341)

George also stated that

. . . the popularity of early retirement (ERT) appears to be diminishing. Older employees have found ERT financially punishing. Second careers have generally been unavailable. More important, older citizens are able to retain a vigor and enthusiasm for their work far beyond the age of their peers of a century ago . . . and recent laws prohibiting age discrimination promise to bring to the fore-front this fact. . . . With a knowledge of the financial plight of today's senior citizen, living on what have become grossly inadequate retirement incomes, the results of ERT as it is now described seems less than encouraging. (p. 345)

The situation involving mandatory retirement for non-government wage and salary workers in the nation's civilian labor force is far more serious than for the government employee. More than half (56%) are not covered by employer-sponsored retirement benefit plans; thus most employees encounter financial problems when they retire. They can be further harassed by a wide range of other problems—unwanted idleness, lack of purpose, loss of prestige or individual

identity, housing difficulties, legal complications, loneliness, excessive drinking, marital rifts, failing health, or fear of death (O'Meara, 1977).

Compulsory retirement is by definition discrimination against an age category, contrary to the principle of equal employment opportunity. Federal law prohibits discrimination in employment based on race, sex, or age for persons under age 65, but it is the group who are over age 65 who are suffering from the discrimination policies.

Havighurst, in 1969, reiterated an earlier conclusion by the Gerontological Society's Committee on Research and Development Goals in Social Gerontology when he stated that "age limitations for employment are both socially and economically wasteful, since chronological age is rarely a reliable index of potential performance" (p. 87).

Many gerontologists have pointed out that because of the aged person's extensive experience and practice, many have developed high levels of skills, emotional stability, wise judgment, and altruism. They agree that these abilities can and should be channeled into constructive roles. Flexible retirement policies (dates to be chosen by the employee, based on health, desire to work, and/or need for additional income) would increase the total income of the aged and reduce the transfer payments necessary for income maintenance. The average income of retired persons is about one-half that of aged persons who continue to work.

Considering the fact that over \$20 billion a year are paid by Social Security to retired workers and their dependents, it is easy to see that millions could be saved from income maintenance programs if only a minority of the aged could avoid forced retirement.

Using compulsory retirement to reduce unemployment is analogous to firing all women or all blacks in order to reduce the number of workers competing for jobs. A better solution to the unemployment problem is for the government to stimulate the economy or to create additional jobs by being the employer of last resort. Palmer (1977) concluded that

The idea that society can provide only a limited number of jobs and that, therefore, it cannot provide enough jobs for aged workers is no longer accepted by most modern economists. Society could create a useful role for every adult if it were willing to devote the necessary attention and resources to this end. Certainly, there would be major economic and political problems involved. But there is an unlimited amount of goods and services needed and desired in our American society. (p. 14)

Only 37% of persons age 65 and over reported any limitations in their major activities. Seventy percent of the Social Security male beneficiaries retiring at age 65 because of compulsory retirement reported no work limitations. Simultaneously, 30% of all retired couples and 64% of retired nonmarried persons had incomes below the official poverty level. Persons who retired earlier than age 65 probably had lower incomes than later retirees and,

especially, those who chose a retirement date voluntarily. Retirees in the early or mid-1970s suffered through rapidly increasing inflationary periods which ended at 13% for the year 1979 (National Center for Health Statistics, 1979).

The Florida Retirement System (FRS) includes all full-time and part-time employees of the state, counties, district school boards, and community colleges. A Plan Description published by FRS and effective during 1979 included the following:

Cost-of-living adjustment

The first July after you reach age 65, you will receive a cost-of-living adjustment to your retirement benefits. The initial adjustment is based on the change in the cost-of-living index for the period of time before the date you retired and the date you reached age 65, not to exceed three percent per year for any year after June 30, 1970. (p. 3)

During the decade of the 1970s, the inflation rate increased gradually until it reached double digits and closed out the year and decade on December 31, 1979, at more than 13%. This situation places retirees in an economic bind when they are trying to live on a fixed monthly income. Since 64% of retired nonmarried persons have incomes below the official poverty level and more than half report no physical work limitations, and 85% of Social Security recipients have stated that they would like to work, it would appear that the 1980s will see more and more older adults rejoining the work force. Effective on January 1,

1980, the Social Security Administration began permitting recipients of benefits to earn as much as \$5,000 during the year without paying any penalty. Universities may be in a position to offer some of them assistance.

Educational Needs of Older Adults

In the past, demands have been placed upon the educational system by the poor, ethnic groups, the handicapped, and the unemployed. Federal and state policies have been broadened to encompass those demands. Presently, another group is placing demands upon the educational system--the elderly. The value of education for this target population was categorized succinctly by McClusky in 1974 (in Stanford & Dolar, 1978) when he indicated its various needs as follows:

1. Coping Needs. To acquire skills--required for functioning in society.
 2. Expressive Needs. To engage in activities that are enjoyable and meaningful.
 3. Contributive Needs. To engage in activities that are beneficial to others.
 4. Influence Needs. To engage in activities that result in maintaining control over one's environment.
 5. Transcendence Needs. To engage in activities that result in continued self-developments.
- (p. 132)

The recommendations of the education section of the 1971 White House Conference on Aging included the following statements:

Education is a basic right of all age groups. It is continuous and henceforth is one of the ways enabling older people to achieve a full meaningful

life. It is also a means for helping them develop their potential as a resource for the betterment of society. (p. 1)

Ignoring the statements and the eloquent arguments of educators who are proponents of lifelong learning, the federal government has not espoused the concept of education as a means of attaining personal well-being or meaning. The education sector has by and large failed to integrate its goals with the needs and goals of the larger society. The academic community has generally not balanced internal needs with external needs and priorities. The failure to integrate these priorities raises the question whether traditional systems are able to meet the new external needs--in this instance, the needs of lifelong learners (Powell, 1979).

Television, videotapes and audiovisual technology to teach people at home are good, but the heart of continuing education for adults will always be the campus, or its equivalent. Meeting teachers face-to-face and discussing ideas one-to-one with fellow students can add dimensions to your education that just are not possible with remote-control learning methods. Residing in dormitories on campus, even for a night or two, will enrich yourself just that much more. . . . We have passed that era, too, when older people harbored guilt feelings about going back to college because they might be usurping desks that could be filled by youngsters. (Cross & Florio, 1978, pp. 19-21)

The Academy for Educational Development (AED) asked program directors at several hundred colleges and universities where large numbers of older students were enrolled just what subjects were most popular with them. The nine most popular single subjects were as follows:

- (1) history, (2) health, (3) psychology,
- (4) foreign languages, (5) literature,
- (6) painting, (7) creative writing,
- (8) religion, and (9) needlepoint (Havighurst
in Londoner, 1978, p. 15)

The recommendations of the Commission on Non-Traditional Study did not make any dramatic overnight impact on the course of continuing education, but they did serve to set the tone and to spur a positive pattern of educational change that cannot help but be beneficial to older students. Most important among their recommendations are the following:

- (1) The American goal of full educational opportunity should be made realistically available to all who may benefit from it, whatever their condition of life.
- (2) Basic, continuing, and recurrent education should be strengthened and made more available than at present to Americans.
- (3) While the core of the teaching must be done by full-time faculty members . . . a college or university can greatly enrich both its program and its community relationships by using qualified part-time teachers or leaders.
- (4) Colleges and universities should put more emphasis on the avenues they open to learning and less on the earning of degrees.
- (5) If existing colleges feel that they cannot take on such responsibilities (additional numbers and new types of students), they should welcome, even encourage, the growth of new institutions.
- (6) The admission of students to non-traditional programs should be based on new or more flexible kinds of examining procedures.
- (7) New possibilities for campus residential arrangements which can provide an adjunct to learning for adult students should be explored.
- (8) The potential of cable television should receive the most careful scrutiny by all who are interested in education.
- (9) A clearinghouse of information should be established so that knowledge of innovative programs can be more easily shared. (Ziegler, 1978, p. 34)

Older Americans and Community Colleges: A Guide

(1978) contained no less than 98 entries as an "inventory" of educational elements that must be included in any practical course for a worker in the field of aging. The following is a sample:

Special income problems/specific housing requirements/Alternative types of housing/Nutritional and dietary needs/Frauds practiced on the elderly/ Effects of transportation on nutrition and on socialization/Programs and services for the disabled/Income tax provisions favorable to older taxpayers/Volunteer services using retirees/ Assistance in preparing wills and documents/ The pros and cons of retirement/Cultural needs of older adults in minority groups/Spiritual needs/Family relationships. (p. 39)

It might be inferred that if more than 98 basic subjects are recommended for a student aiming at a position as a service worker, then certainly there is an equal number of similar courses which would be of great interest and benefit to older adults themselves (and there is no reason why many of the students training to be service workers cannot be the older adults).

Samuel Brown, Jr., Director of ACTION, summarized the findings of Drs. Samuel Granick and Alfred Friedman, researchers in the field of intellectual functioning at the Philadelphia Psychiatric Center:

[I]t seems clear that the aged have considerable intellectual potential and ability to learn and benefit from education. The well-known productivity, high-level mental functioning, and creative output of many elderly individuals who remain active and involved in new learning experiences suggest that educational stimulation

may accomplish this for many others. Almost certainly . . . we may anticipate, on the basis of available evidence, that education can play a significant role in enabling the aged to maintain their intellectual effectiveness. (Brown, 1978, p. 51)

Brown added that

Continuing education has been and can be a revitalizing force in the lives of older people in a number of ways:

1. Specific courses can help you clarify your personal goals and establish a position in society.
2. Successfully completing a course, or courses, will strengthen your sense of self-worth and accomplishment.
3. Educational programs provide welcome social contacts and communication, especially for people whose family members are often scattered too far afield for frequent visits.
4. The pursuit of learning brings together people with mutual interests and goals.
5. Courses can lead to income-producing activities or at least provide you with increased understanding so that you can conserve your income and use your finances more wisely.
6. Campus and other on-site experiences add a refreshing dimension to life and provide opportunities to sit back and take a more objective view of the problems that beset you on the home front. (1978, p. 56)

Many older adults react favorably to university campus life. For example, Anna Baron, at age 82, while a student taking political science courses at UCLA, stated that going back to school—moving, reading, and thinking—was the best medicine for an older person who wants to stay healthy and enjoy life:

Going to school is the surest way to keep my mind active. . . . I haven't felt this good in many years. You can't believe what a joy it is to surround myself with these young faces and bright minds everyday. How can one ever grow senile in this atmosphere? (in Cross & Florio, 1978, p. 57)

George W. Leibacher is Cleveland State University's oldest student. Born in 1902, he is often mistaken for a professor. He says that he stays healthy by being active, particularly in his program of continuing education. Now in his fifth year at CSU, taking courses in philosophy, he says, "I wish that more people would find out how much fun it is to go back to college. Executives and housewives, too. It's very enriching. College is a continual challenge. . . . It's a tragedy when you have no goals" (in Cross & Florio, 1978, p. 57).

Mal Wickham recently completed three semesters of study at the University of Wisconsin and then dropped out of school to write a book on philosophy—a college dropout, but at the age of 92. He simply wanted to get started on his book while he was still in his usual state of good health (Cross & Florio, 1978).

Dr. Robert Samp of the faculty of the University of Wisconsin Medical School has been conducting research on why some people live longer than others. Based on studies of more than 2,000 older-than-average Americans, he concluded among other things that people with an interest in the future are likely to live to a riper old age. He said,

I don't think people are just blessed with long life, it's a result of lifetime habits. There is a definite personality type among these oldsters. We find a lifetime history of middle-of-the-road moderation, serenity, interest in others, and interest in the future. (Samp, 1978, pp. 57-59)

He adds that people who desire an enjoyable advanced age should "seek reasons to be happy instead of counting the eternal damnations that beset them" (p.59). There is as yet no published research documenting "scientifically" a direct relationship between education and health in older students; there are numerous studies which positively link health to activities that could easily include education (Samp, 1978, p. 58).

"Old age," wrote Nobel Prize winner Hermann Hesse at the age of 78, "is a stage in life and has a character all its own, its own distinctive climate and temperature, its own joys and troubles. . . . [T]o be old is an office just as beautiful and sacred as that of being young" (in Cross & Florio, 1975, p. 34).

Dr. Charles R. Carlson (1974), in a keynote address at Chaffee College in California, quoted this and other thoughts from Hesse as a means of focusing on a greater appreciation of older Americans and their needs, particularly in education. "Eventually higher education will concentrate the majority of its resources on the older student," prophesied Dr. Carlson, "and the younger, traditional student will become a minor segment of the higher education process" (p. 35). His speech stressed his conviction that institutions of learning cannot teach older persons the same way they teach the young. Most young people are willing to sit still and be told what they need to know. Older students often are not. When they enroll in a course, even one in

a new and unfamiliar subject, they probably do so because it has some tie-in with their life experience and current interests. And if they are typical, they have a good many pertinent and sound ideas based on their own lifetime and involvement, and are likely to prefer sharing ideas and experiences rather than simply being talked at. They can see in new ideas a meaningful relationship with the past—something the young cannot do.

A 1976 survey of collegiate programs for older adults, conducted by the Academy for Educational Development, showed that slightly over one-third of the most popular courses among older students fell into the hobby and recreation category. More significantly, surprisingly often overlooked: two-thirds of the older students are enrolled in courses which have little to do with either hobby or recreational subjects. Experienced adults want learning that is related to the concerns of their lives. Older adults, no less than young adults, demand relevance in what they choose to study. Relevance is a course in income-tax preparation for a widow who wants to do it herself; relevance is a series of lessons in learning to play bridge to add to the enjoyment of being with friends. Relevance can also be a four-year program in baccalaureate studies, or courses leading to a law degree. Relevance is what has meaning to the individual, not merely what is topical.

A recent study to determine the relationship of the factors of program relevance, cost, geographical accessibility, and the availability of public transportation to the rate of participation of older adults in continuing education programs in Florida's community/junior colleges concluded that only program relevance was found to be significantly related to older adult participation (Troup, 1980).

"Innovative" and "nontraditional" are the most popular and more or less interchangeable labels attached to collegiate programs that differ from the traditional, old-fashioned college programs involving four years of full-time attendance at lecture or laboratory classes. Three key aspects define most nontraditional programs:

1. The method by which degree credits are granted—the new approach is to grant them for what you know, no matter how, where, or when you learned it.
2. The concept of independent or self-learning—you work at your academic goals in consultation with an adviser, and proceed on your own, either with or without a pre-set of curriculum to guide you, and
3. The use of standardized examinations to determine when you have reached the proficiency necessary to earn credit toward your degree.

From the viewpoint of the entire society, it is far from clear that we can go on much longer wasting the

talents of our older citizens as we are doing today. Many interesting experiments are underway—bringing older adults into dormitory residence while they pursue educational programs designed around their interests, mixing oldsters with college students in gerontology classes, and many others. In addition, in many universities and community colleges probing discussions are underway to find altogether new and more effective ways to bring the tremendous influence of higher education into the lives of older people.

The formal education agencies—schools, universities, and community colleges—have some common characteristics which suggest their present and future importance in serving the learning needs of older adults:

1. central focus on learning
 2. wide resources of knowledge cutting across all subjects
 3. large cadres of teachers and learning organizers
 4. familiar methods
 5. public understanding and acceptance
 6. identified channels to public finance
 7. geographical dispersion
 8. vast physical plants, and others.
- (DeCrow, 1974, p. 26)

In New Learning for Older Americans, An Overview of National Effort, Roger DeCrow, Director, Older Americans Project, reported that 350 institutions of higher education responded to a questionnaire study and indicated that some state-wide systems estimated more than 1,000 older learners, but about two-thirds of the programs serve 100 or less. Although about 70% of these institutions are

located in cities of 50,000 or over, one-third report "rural and small town" as their chief service area with university extension carrying out knowledge to the people of the state. Forty-two percent are private universities, and it is largely the evening college work of urban universities that was reported by this group.

Regular college credit courses, taught at convenient hours and locations, often by the same faculty member who teaches undergraduates during the day, are important in most of these programs. Some adults definitely prefer regular credit courses, assuming that they are more challenging or worthwhile (DeCrow, 1974).

DeCrow continues:

I am aware that many exemplary programs for older adults have been in operation for many years, even decades. However, the new surge of activity in recent years is unmistakable, with much more to come. The responsiveness of the adult education system is apparent; for most of this work was initiated at the local level, often by the effort of one or several dedicated staff members.

Experience shows, however, that more is needed if all the learning needs of the twenty million persons and those reaching that age are to be served with meaningful impact in their daily lives. . . . What are these other needed actions? . . . (1) developing recruitment, counseling and evaluating techniques; (2) staff training; (3) systems for providing attractive curricular and learning materials; the research, communications, financial planning and other services required to support a nationwide educational movement. (1974, p. 32)

Legislation Pertaining to Education for
Older Adults

A historical review of federal legislation for the older adult must begin with legislation enacted for higher education because this type of legislation was almost nonexistent prior to the 1960s. Most of the significant legislation followed the 1961 and 1971 White House Conferences on Aging. Brahce and Hunter reported the following as five major developments in education for the elderly:

- (1) enactment of the Older American Act of 1965, which established the Administration on Aging and provided for funding for training and research.
- (2) the creation of a new dimension—community service—to the two-year junior [community] college.
- (3) the 1971 White House Conference on Aging.
- (4) the Administration on Aging awarded a two-year grant to the American Association of Community and Junior Colleges (AACJC) to work with the nation's 1,100 community and junior colleges as well as with technical institutes . . . to develop an awareness of the needs of older Americans.
- (5) . . . community service and continuing education programs at several community colleges specifically sought out the older learner under such federal funding as Title I of the Higher Education Act of 1965 and Title III of the Older Americans Act of 1965. . . . College programmers did not believe that society should declare statutory senility upon 20 million Americans age 65 and over. (1978, pp. 258-260)

Tibbitts (1967) identified four categories of professional personnel that would be required to create the environment and provide the services needed in the future by the older population:

- (1) direct providers of services
- (2) planners, administrators, and program directors
- (3) researchers
- (4) teaching faculty. (p. 58)

Nowhere in the literature is it stipulated that all or any part of these professional personnel cannot be provided by individuals who are age 60 or over. And facts do indicate that at many locations, retirement centers, recreational areas, and institutions, "older" programmers are often received more cordially—as colleagues—than "very young" professionals, just out of college.

The emphasis of most universities in gerontology education is on graduate instruction or career training rather than on the training of professionals who are in a position to develop pre- and postretirement education programs for older people.

Grants have been made to help initiate, expand, or strengthen research and instructional programs with a primary emphasis on social, economic, and professional services. Seven career and job areas of training were identified:

- 1. National, state, and community planning
- 2. Personnel for retirement housing
- 3. Senior-center personnel
- 4. Specialists in aging
- 5. Faculty institute on aging

6. Semiprofessional and technical personnel
7. Volunteer leaders. (Donahue, 1967)

The estimated total of \$22.7 billion is misleading for FY 79. Not included, for example, are nearly \$15.2 billion in Federal Training and Employment programs and nearly \$1.3 billion in Health Training and Education programs. No simple calculation exists to determine the federal monetary commitment to lifelong learning.

Christoffel (1978) tried to specify the level of federal involvement by determining the percentage of each program spent on lifelong learning activities. She concluded that the federal government spends \$13 billion for education and training programs past the compulsory school age, and allows another \$900 million in tax expenditures.

The federal government is widely involved in lifelong learning. In 1972, the National Advisory Council on Extension and Continuing Education identified 208 federal programs, and \$2.6 of \$8.2 billion appropriated was estimated to have been spent for adult education. The absence of a widely accepted dollar total, whatever the precise figure, suggests the lack of a clear federal focus or detailed accountability. The federal involvement in lifelong learning has evolved piecemeal and today is a melange of programs and activities widely scattered throughout the government (Hartle & Kutner, 1979).

The Carter administration requested funds for Lifelong Learning Research and Demonstration grants in the fiscal year 1979 budget, but no interest group emerged as a strong supporter, and the Congress failed to appropriate any funds for them. Apart from components of adult basic education programs, state-directed learning programs for particular target groups of adults are not widespread. At least three factors seem to be involved:

1. Entrenched institutional interests
2. The decentralized academic governance structure
3. Academia's traditional isolation from the American mainstream.

The traditional decentralized governance structure in the academic world makes reevaluation and reform difficult. The diffusion of responsibility in postsecondary education has often led to (1) inadequate long-range planning; (2) poor coordination with external needs and priorities; (3) poor internal management of resources. The strength of the system, its decentralized grass-roots character, can be a weakness when initiating systemwide change.

The Background of the Study in Chapter I and Review of Literature in Chapter II have pointed out the need for continued research of lifelong learning. Chapter III will explain the Procedure followed in this study to determine barriers which exist for older adults.

CHAPTER III PROCEDURE

Population Selection

The older population of Florida, as well as of the United States, is growing faster than the population as a whole. The increasing number and proportion of the elderly reflect demographic changes that are already having pervasive influences on the economy and on public policy regarding health and other supportive human services in the state. These trends underscore the need for information to reveal the constantly changing makeup of the older population, the economic and social conditions confronting older people in different regions of the state, and the effectiveness with which public and private resources are being mobilized to adjust to these changes (Osterbind & O'Rand, 1979).

Older People in Florida: A Statistical Abstract 1978 (Osterbind & O'Rand, 1979) was used as the source for information pertaining to population, distribution by ages, and number of years of education. This publication is part of a series of reports of the Data Bank on Aging in Florida administered by the Consortium of University Centers on Aging and sponsored by the Florida legislature. The Consortium consists currently

of established gerontology centers at the University of Florida, Florida State University, University of South Florida, and the University of Miami.

The total population of Florida in 1970 was 6,789,443 and had grown to 8,717,334 by July 1, 1977, a percentage change of 28.4. However, during this same period the age 60 and over population grew from 1,348,291 to 2,000,362--a percentage change of 48.4. By extrapolation, if the state's population increased by 1,927,891 in seven years (or 275,413 per year), it is anticipated that Florida will have more than 10 million residents in 1980. Meanwhile, the age 60 and over population will be increasing at a rate of 48.4%, or about 100,000 per year, and could surpass 2,500,000 during 1980 (Osterbind & O'Rand, 1979).

To evaluate the educational services being rendered to the age 60 and over population at the university level, three of the nine Florida universities were selected for study as being representative of the State University System. These three were:

University of Florida, Gainesville, Alachua County

University of South Florida, Tampa, Hillsborough County, with branches in St. Petersburg, Pinellas County; Sarasota, Sarasota County; and Ft. Myers, Lee County.

University of North Florida, Jacksonville, Duval County.

The first, University of Florida, is located in a relatively small city and is not included in the major standard metropolitan statistical areas (SMSAs). However, it had the largest student enrollment, 31,975, in October, 1979.

The second, University of South Florida, is located in a SMSA, Tampa and St. Petersburg combining for a total population of more than 1,300,000 in the two-county area of Hillsborough and Pinellas. The total enrollment on all campuses as of January, 1980 was 23,741. See Table 1 for distribution by ages and the number age 60 and over.

The third, University of North Florida, is located in a SMSA, Jacksonville-Duval County, the largest city in the world by geographical area in 1980. It is distinguished from the other two by being an upper-level (third and fourth years) university with graduate programs. See Table 1 for distribution by ages and the number age 60 and over. The total enrollment as of January, 1980, was 4,460. Classes began for the University's initial student body on October 2, 1972, with approximately 2,000 students whereas the University of South Florida opened its doors to a charter class of 1,997 freshmen on September 26, 1960. The latter became the first major state university in the United States to be planned and built in this century.

As of July 1, 1977, the total population reported by the counties in which the three universities are located and the total number of those persons age 60 and over were as follows:

<u>County</u>	<u>Total Pop.</u>	<u>Age 60 & Over</u>	<u>Percentage</u>
Alachua	133,817	13,467	10%
Duval	573,186	73,688	13%
Hillsborough	602,667	95,334	16%
(&Pinellas)	687,204	270,258	39%
Total	1,996,874	452,747	23%

Source: Osterbind and O'Rand, 1979.

This report also indicated that the total population for the eight city/county areas which contain the nine Florida universities was 4,072,532, of whom, 720,659 were older adults. Thus, the three universities of this study were serving 63% of the older adults in all of the eight counties where the nine universities are located (plus Pinellas County which was included with Hillsborough because of its proximity and being included in the SMSA).

Due to the large older adult population in the State of Florida, over 2 million, the Key Informant Approach was chosen as the best approach for making the needs assessment in this study. The key informants to represent the older adult population were chosen from widely known and reputable organizations and agencies currently serving senior citizens throughout Florida.

Organization presidents and agency directors willingly granted interviews and filled out questionnaires concerning their members who were over age 60. One well-known organization for retirees past the age of 55 is the National Retired Teachers Association. It was founded in 1947 by Dr. Ethel Percy Andrus who had been a teacher for 41 years. She was age 63 at that time.

Eleven years later, at age 74, Dr. Andrus established the American Association of Retired Persons in order that non-teacher retirees could have the benefits of services similar to those being received by retired teachers. At the time of her death in July, 1967, at age 83, there were over 2 million members of these two organizations. At the end of 1979, there were over 10 million members in the United States. The officers and members of these two organizations in Florida have contributed extensively to this research. Other organizations and agencies whose representatives assisted in this study are:

Area Agency on Aging

Aging and Adult Program Directors for Health and

Rehabilitative Services

Center for Career Transition

Council on Aging

National Association of Retired Federal Employees

Older Women's League

Retired Officers Association

Retired Senior Volunteer Programs

Study Design

There are a number of approaches to needs assessment that can be used as components of a sequential program, or one approach can be used independently. The Key Informant Approach utilizes data obtained from individuals in the service area who are aware of the community needs. Individuals typically invited to serve as key informants include personnel from civic agencies, educational institutions, businesses and human services.

The cost of the personal interview on a case basis is unquestionably high. However, in the Key Informant Approach to needs assessment, one can think of the personal interview as a method of obtaining summary information about many cases from a few respondents. From this view, this method would be by far the least expensive of the alternatives (Nickens, Purga, & Noriega, 1980).

In researching a problem of this nature, it was essential to have personal interviews with a minimum of ten selected key informant administrators and faculty at each of the three universities included in the study; and with officers and/or directors of ten or more organizations and agencies which had been carefully selected as representative community groups. Each interview was conducted in the city of the university's location. Questionnaires (see Appendices A & B) were filled out by the informants with the researcher assisting when needed.

In Research Methods for Needs Assessment, Nickens,

Purga and Noriega, 1980, continue:

One must acknowledge that there is no practical way to determine the exact frequency that a given need exists in a target group. At best, one must work with a probability that the frequency of a need is at least some minimum value required by an institution to take action. . . .

The normal curve can be used as a model of generating probabilities about most data obtained from the real world. This follows the central limit theorem which states that the sampling distribution of means is approximately normal. Thus we can specify the probability of the occurrence of any assessment in the population if we have a mean and standard deviation (or range as the range covers 6 standard deviations) of the assessment. (pp. 72-73)

The computer program, Probable Impact Exploration System (PIES), was used to convert data into probabilities for this study. This query system asked the user for data which were used to compute the statistics of the normal curve. The system then gave the user the probability of occurrence of each assessment. Key informants had supplied an estimation of the frequency of occurrence of a need, each estimation was considered as a mean, and the PIES computation was then appropriately used.

Validation of Survey Instruments

The two survey instruments used to collect the data for this study were first reviewed by the supervisory committee and recommended changes were made.

The Questionnaire for Administrators and Faculty was critiqued by a panel of experts in the area of educational administration and educational gerontology, who suggested changes and recommendations.

The Opinionnaire Survey for Older Adults was critiqued by a panel of retired university and public school faculty and administrators, officials for Aging and Adult programs of Health and Rehabilitative Services and officers of organizations and agencies serving older adults in the Gainesville, Alachua County, Florida area.

Based upon the recommendations of these panels of experts and the final committee review, the survey instruments were revised and used in the form as they appear in Appendices A and B.

Chapter III has presented the Procedure which was used in accumulating the data for this research study. Chapter IV will present the Analysis of Data, using the computer program, Probable Impact Exploration System. Summary, Conclusions and Recommendations will be presented in Chapter V.

CHAPTER IV ANALYSIS OF DATA

Data were collected at three universities of the State University System: University of Florida, University of South Florida and University of North Florida from questionnaires (See Appendix A) and personal interviews with university administrators and faculty as Key Informants. Also interviewed were presidents of selected organizations and directors of agencies created for older adults in the same locations as the three universities: Gainesville, Tampa and Jacksonville. (See Appendix B.)

Answers were being sought to the following sub-problems which had been identified in the study:

1. What are the educational needs and desires of the older adult population in Florida?
2. What are the perceptions of university administrators regarding their current effort to serve the educational needs of older adult students?
3. What do older adults perceive as existing barriers to their enrollment in universities?
4. What are the perceptions of university administrators regarding existing barriers to the enrollment of the older adult population?

5. What existing university, State and/or Federal Regulations constitute barriers to enrollment of older adults as students into the State University System?

Prior to the personal interviews with key informants, enrollment data appearing in Table 1 were provided by the Registrar and/or the Admissions Director of each of the three universities.

This information was used by the researcher in such a way as to avoid any impression of personal bias. On occasion, when speculation was permitted to become a part of the interview, it was apparent that few individuals had any perception of what the actual figures were for older adults enrolled at their institution.

TABLE 1

University Enrollment as of October, 1979

Name of University	Total Student Enrollment	Older Students Enrolled	%
U. of Florida	31,975	16	.05%
U. of S. Florida	23,741	253	1.07%
U. of N. Florida	4,460	26	.58%
Total	60,176	295	
For a Net Percentage at the Three Universities .49%			

It can be observed from Table 1 that the number of older adults enrolled at the universities studied varied from a total of 16 (U. of Florida) to 253 (U. of South Florida). The percentage rates of enrollment ranged from .05% (U. of Florida) as a minimum to a maximum of 1.07% (U. of South Florida). The total enrollment of 60,176 in October, 1979, at the three universities included 295 older adults as students, representing one-half of 1% (.49%).

Tables 2, 3, and 4 contain data resulting from the computer analysis of the "Yes" responses contained in the Questionnaires for Administrators and Faculty. The Probable Impact Exploration System reported the results in percentages for: 1. Range (from the least value expected to the maximum value expected among the units studied); 2. Standard Deviation; 3. the Expected Impact Value; and 4. the 50% Probability Interval (i.e., the low and high estimates for the chance to achieve the 50% probability level).

Table 2 reports the analysis of the responses to seven questions pertaining to the University's General Interest in Older Adults as students. The responses to the first three questions indicate that the administrators and faculty are consistent in their feelings that the universities are doing very little to enroll older adults.

The data show that 35 to 45% of the universities were making special efforts to meet the needs of older adults; provide special programs for older adults; or to establish workshops and conferences to acquaint older adults with educational programs which were available.

Administrator and faculty responses were more positive to the next four questions of Table 2. Expected values for positive responses extended from a low of 63% to a high of 100%. It was apparent that there was liaison with the local community/junior college for the purpose of enrolling their graduates, but, during interviews, it was established that there was no special effort to enroll the older adult who was graduating. Administrators and faculty were unanimous in their agreement that future plans should include an expansion of programs in Educational Gerontology for each of the universities. There was almost unanimity (87%) in the data indicating that when expanded recruitment of older adults began that modifications would be necessary in the Public Relations Departments and the same for a question related to local industries having an interest in working with the universities on preretirement programs for their employees.

On six of the seven questions the range varied from 10% to 33% and the standard deviation varied from 1.67 to 5.5%. The other question had unanimous responses.

TABLE 2

The University's General Interest in Older Adults
(Questions 1, 2, 3, 4, 9, 11 and 12)

Question	Analysis of 'Yes' Responses (In Percentages)	
Does this university make a special effort to enroll older adults (age 60 and over) as students?	Range	33
	Standard Deviation	5.50
	Expected Value	35
	50% Probability Interval	31 to 39
* * *		
Are there programs at this university which have been expecially designed for older adult students?	Range	10
	Standard Deviation	1.67
	Expected Value	45
	50% Probability Interval	44 to 46
* * *		
Are there workshops or conferences established for older adults to ac- quaint them with programs?	Range	17
	Standard Deviation	2.83
	Expected Value	39
	50% Probability Interval	37 to 41
* * *		
Does this university have special liaison with the local junior college for enrolling its graduates?	Range	30
	Standard Deviation	5
	Expected Value	63
	50% Probability Interval	60 to 66

Table 2 -- continued

Question	Analysis of 'Yes' Responses (In Percentages)	
Should an expanded Geron- tology program be included in this university's plan for the future?	Range	0
	Standard Deviation	0
	Expected Value	100
	50% Probability Interval	100
* * *		
With an expanded recruit- ment program, would modifi- cations have to be made in the Public Relations Dept.?	Range	33
	Standard Deviation	5.50
	Expected Value	87
	50% Probability Interval	83 to 91
* * *		
Would local industries be interested in working with the university on pre-re- tirement programs?	Range	17
	Standard Deviation	2.83
	Expected Value	87
	50% Probability Interval	83 to 91

The data contained in Table 3 pertain to the perceptions of administrators and faculty regarding the existence of barriers which prevent enrollment of older adults into the state universities. Recent studies (Crosby, 1976; Cross, 1979 and Troup, 1980) of educational needs and barriers confronting older adults have not been specific that tuition expense has constituted a barrier to enrollment. The full impact of free tuition at universities in other states, on a space available basis, was not completely recognizable at the end of 1979. An Expected Value of 54% and 50% Probability Interval of 44 to 64% in Table 3 indicates that administrators will be receptive to the approval of some modification in tuition requirements in Florida's State University System.

With Expected Values of 88, 83, 64 and 84%, the positive responses of the administrators and faculty indicate:

1. older adults will be asking universities for help in Career Transition in the future,
2. retired professors may choose a different/second career and seek university assistance,
3. universities do provide vocational guidance to all students who are enrolled, and that
4. older adults will be taking greater advantage of CLEP opportunities in the future.

The 50% Probability Interval for these four questions were, 86 to 90, 79 to 87, 63 to 65, and 79 to 89%, respectively, corroborating the Expected Values in their positive responses.

The administrators and faculty were less positive in their responses to the final question of Table 3 as to the existence of university, state or federal regulations which act as barriers to older adults with an Expected Value of 33% and a 50% Probability Interval of 29 to 37%.

TABLE 3

Real or Fictional Barriers to Enrollment
(Questions 5, 6, 7, 8, 10 and 13)

Question	Analysis of 'Yes' Responses (In Percentages)	
Would you approve free tuition for older adults at this university as is done in junior colleges?	Range	83
	Standard Deviation	13.83
	Expected Value	54
	50% Probability Interval	44 to 64
* * *		
Will more older adults be asking the university for help in Career Tran- sition in the future?	Range	20
	Standard Deviation	3.33
	Expected Value	88
	50% Probability Interval	86 to 90

Table 3 -- continued

Question	Analysis of 'Yes' Responses (In Percentages)	
Would retired professors	Range	33
ever seek a different	Standard Deviation	5.5
career and ask universities	Expected Value	83
for help in transition?	50% Probability Interval	79 to 87
* * *		
Does this university pro-	Range	7
vide the same vocational	Standard Deviation	1.17
guidance to all students -	Expected Value	64
regardless of age?	50% Probability Interval	63 to 65
* * *		
Will more older adults	Range	40
be taking advantage of	Standard Deviation	6.67
College Level Examina-	Expected Value	84
tion Programs?	50% Probability Interval	79 to 89
* * *		
Do university, State or	Range	33
Federal Regulations act	Standard Deviation	5.5
as barriers to older	Expected Value	33
adults enrolling?	50% Probability Interval	29 to 37

It can be observed from the data in Table 4 that there was a wide Range (50%) in the perceptions of administrators and faculty concerning the desire of older adults to participate in extra-curricular activities on the university campus. The Expected Value was reported as 46% and the 50% Probability Interval was 40 to 52%.

There was general agreement that the universities make no special effort to enroll retiring military officers (Expected Value of 9% with a 50% Probability Interval of 6 to 12%); that the universities do not coordinate activities with local agencies for Aging and Adult services such as Area Agency on Aging, Administration on Aging, or Health and Rehabilitative Services programs (Expected Value of 25% and a 50% Probability Interval of 19 to 31%); and that Mandatory Retirement should be abolished if it is based upon nothing but age of the employee (Expected Value of 69% and a 50% Probability Interval of 62 to 76%).

The data in Table 4 also show that the administrators and faculty are consistent in their perceptions of older adults who now receive Social Security Benefits yet desire to continue working (Expected Value 92% and 50% Probability Interval of 90 to 94%). This would indicate that a need may exist for the university to develop more programs associated with the job markets. There was agreement that a statewide recruitment program would be appropriate in the

future to enroll older adults into the State University System (Expected Value of 87% and a 50% Probability Interval of 83 to 91%).

The "Yes" responses from the Questionnaires, supplemented by personal interviews with administrators and faculty on each university campus, resulted in a good overview of their perceptions regarding educational needs and wants of older adults and barriers to their enrollment at universities, either real or fictional.

TABLE 4

Perceptions of Adult Needs or Wants
(Questions 14, 15, 16, 17, 18 and 19)

Question	Analysis of "Yes" Responses (In Percentages)	
Would older adults want	Range	50
to participate in extra-	Standard Deviation	8.33
curricular activities on	Expected Value	46
the university campus?	50% Probability Interval	40 to 52
* * *		
Does this university make	Range	25
any special effort to en-	Standard Deviation	4.17
roll military officers as	Expected Value	9
they retire from service?	50% Probability Interval	6 to 12

Table 4 -- continued

Question	Analysis of 'Yes' Responses (In Percentages)	
Do you think that most	Range	20
people who now receive	Standard Deviation	3.33
Social Security Benefits	Expected Value	92
would also like to work?	50% Probability Interval	90 to 94
* * *		
Does the university co-	Range	50
ordinate adult activities	Standard Deviation	3.33
with service agencies	Expected Value	25
such as AAA, AoA or HRS?	50% Probability Interval	19 to 31
* * *		
Should Mandatory Retire-	Range	60
ment be abolished if it is	Standard Deviation	10
based upon the age of the	Expected Value	69
employee and nothing else?	50% Probability Interval	62 to 76
* * *		
Would a statewide recruit-	Range	33
ment program be appropriate	Standard Deviation	5.5
to enroll more older adults	Expected Value	87
into the university system?	50% Probability Interval	83 to 91

Tables 5, 6, and 7 include data resulting from the computer analysis of the "Yes" responses contained in the Educational Opinionnaire for Older Adults. An examination of Table 5 reveals that older adults have not been enrolling in large numbers at universities after attaining age 60 (Expected Value 23% and a 50% Probability Interval of 17 to 29%). These results were confirmed by the actual enrollment figures reported in Table 1 as of October, 1979 (.49%). Older adults also reported that they would like to take more courses for credit (Expected Value 51, and a 50% Probability Interval of 48 to 54); and would like to audit some classes (Expected Value of 68% and 50% Probability Interval of 67 to 69%). They also stipulate that they would enroll in a course offered in their area of expertise (Expected Interval 76% and a 50% Probability Interval of 74 to 78%). The data show fewer positive responses concerning how well older adults were acquainted with the educational programs being offered at the university for older adults (Expected Interval of 48% and a 50% Probability Interval of 45 to 51%).

A review of literature involving previous studies of educational needs of adults (Crosby, 1976; Atelsek and Gomberg, 1979 and Ziegler, 1978) revealed that many of the well-advertised courses were non-credit being taught at the local community/junior college or a downtown agency.

This research has placed its emphasis on the older adults who are university-eligible (over 100,000 in Florida who are already college graduates and another 200,000 who attended college but did not graduate). Personal interviews revealed that many of this group of older adults have taken some of these non-credit courses for their personal enjoyment and enrichment. However, they have not eliminated future possibilities of enrolling at a university of their choice in the future.

TABLE 5

Needs and Desires as Perceived by Adults
(Questions 1, 2, 3, 4, and 6)

Question	Analysis of 'Yes' Responses (In Percentages)	
Have you enrolled and completed a university course since you became 60 years of age?	Range	50
	Standard Deviation	8.33
	Expected Value	23
	50% Probability Interval	17 to 29
* * *		
Would you like to take some more university courses sometime in the future?	Range	30
	Standard Deviation	5.0
	Expected Value	51
	50% Probability Interval	48 to 54

Table 5 -- continued

Question	Analysis of 'Yes' Responses (In Percentages)	
Are you acquainted with the educational programs offered by agencies or universities for adults?	Range	30
	Standard Deviation	5.0
	Expected Value	48
	50% Probability Interval	45 to 51
* * *		
Would you like to return to the university to visit (audit) some class of your choosing?	Range	12
	Standard Deviation	2.0
	Expected Value	68
	50% Probability Interval	67 to 69
* * *		
If the university were to offer a course in your area of expertise, would you attend?	Range	20
	Standard Deviation	3.33
	Expected Value	76
	50% Probability Interval	74 to 78

An examination of the data contained in Table 5 indicates that older adults have not been enrolling in universities even though they would like to take more courses, even auditing, and, especially, in their area of expertise; but they are not kept sufficiently informed of what is being scheduled.

Robert N. Butler, M.D., in his book, Why Survive? Being Old in America, used age 65 as a commencing point for "old age." However, he used many pages explaining to his reader that current views of old age represent confusion, misunderstandings or simply lack of knowledge. He expostulated:

In reality, the way one experiences old age is contingent upon physical health, personality, earlier-life experience, the actual circumstances of late-life events (in what order they occur, how they occur, when they occur) and the social supports one receives: adequate finances, shelter, medical care, social roles, religious support and recreation. All of these are crucial and interconnected elements which together determine the quality of life. (1975, p. 2)

Dr. Butler attempts to destroy many myths and stereotypes of the old. One of those is the fear of losing your ability to learn. He concludes that brain damage and other physical impairment are the primary causes of extensive intellectual impairment.

The older adults in this study have accepted this philosophy. They have previously been enrolled in a college or university and are confident that if, and when, they choose to enroll again that they: "are never too old to learn." They gave positive responses to this question (Expected Value of 83% and a 50% Probability Interval of 79 to 87%), in Table 6, which revealed that with the proper motivation, older adults will enroll again at universities.

When asked if they were interested in receiving information concerning future classes at the university, they were positive in their responses (Expected Value of 76% and a 50% Probability Interval of 74 to 78%). The responses were not so positive concerning the question of whether older adults are more comfortable and learn better in classes made up of their own age group (Expected Value of 50 and a 50% Probability Interval of 47 to 53%). Information acquired in personal interviews indicated that the more familiar they were with current classes at universities and with traditionally aged students, the more likely would be the preference for regular classes made up of all age groups.

Similar logic prevailed when an analysis was made of the responses to the question pertaining to the relevance of correspondence courses, educational TV, or independent study for older adults in contrast with attending classes taught on the university campuses. This idea was emphatically renounced with an Expected Value of 8% and a 50% Probability Interval of 7 to 9%. The older adult who has been college class-oriented relates to the "give and take" of classroom discussion with all ages of students and wants a limited amount of independent study. If, or when, older adults return to the university, it will be for regular classes held on the campus.

There was a wide range of responses (54%) to the question of interest in the College Level Examination Program. An Expected Value of 39% and a 50% Probability Interval of 33 to 45% may be attributable to the fact that each population sample for this study was located in an intellectually-oriented university city. The data show that more can be done by the universities in the use of CLEP when more publicity is given to its advantages.

Older adults are reluctant to return to a classroom setting for the express purpose of taking examinations or tests of any kind. The interviews revealed that there was less reluctance among those who had most recently been enrolled as students, especially those who have taken courses since attaining the age of 60. Being familiar with the latest models of testing devices aids in removing some of the anxiety. When the proper time occurs, or with the necessary motivation, older adults will seek out CLEP and any other expediency which will assist them in attaining their desired goals.

TABLE 6

General Attitudes and Interests
(Questions 5, 10, 12, 13, & 18)

Question	Analysis of 'Yes' Responses (In Percentages)	
Are you interested in	Range	20
receiving information con-	Standard Deviation	3.33
cerning future classes for	Expected Value	76
adults at the university?	50% Probability Interval	74 to 78
* * *		
Would you be interested	Range	54
in participating in the	Standard Deviation	9.0
College Level Examination	Expected Value	39
Program for credits?	50% Probability Interval	33 to 45
* * *		
Are older adults more com-	Range	26
fortable and do they learn	Standard Deviation	4.33
better in classes with	Expected Value	50
their own age group?	50% Probability Interval	47 to 53
* * *		
Are independent study	Range	13
or TV courses better for	Standard Deviation	4.33
older adults than classes	Expected Value	8
taught on the campus?	50% Probability Interval	7 to 9

Table 6 — continued

Question	Analysis of 'Yes' Responses (in Percentages)	
Do you believe the following expression is true: "You are never too old to learn?"	Range	33
	Standard Deviation	5.5
	Expected Value	83
	50% Probability Interval	79 to 87

The final questions from An Educational Opinionnaire for Older Adults are included in Table 7 and the "Yes" responses are analyzed. These questions examine the perceptions of older adults as to what constitutes barriers to their enrollment as students at their local university. A range of 42% was indicated in responses to the first question: Do you feel that your local university wants you to enroll? This was accompanied by the Expected Value of 46% and a 50% Probability Interval of 41 to 51%. The positive responses expressed in these data indicate some concern about the reception received by older adults on the university campus. However, there is no regulation which restricts older adults from enrolling if they choose to do so.

Responding as Key Informants, with an Expected Value of 36 and a 50% Probability Interval of 33 to 39% total cost (tuition, transportation, materials) is not a major barrier to this particular older adult group. They also indicate that time is sufficient, and more is available, if they choose to re-prioritize it. Expected Value of 33% and a 50% Probability Interval of 33 to 40% were reported.

Fear of personal safety while attending classes on campuses received a similar number of "Yes" responses (Expected Value 36% and a 50% Probability Interval of 33 to 39%). Campus-awareness among this population aids in removing such a barrier when it does exist.

Three questions on Table 7 received the highest percentages of "Yes" responses:

1. Do university policies and practices currently exist which discourage older adults from enrolling as students? (Expected Value 62% and a 50% Probability Interval of 54 to 70%).
2. Do you feel that older adults face special barriers to enrollment that traditional students do not have? (Expected Value 67% and a 50% Probability Interval of 63 to 71%).
3. Do negative attitudes exist among university personnel toward older adults becoming students? (Expected Value 72% and a 50% Probability Interval of 66 to 78%).

The first barrier reported in personal interviews was the difficulty experienced in getting admitted to the university--either for a single class or for a full schedule. Transcripts and satisfactory transfer records are sometimes more difficult to acquire for the older adults than for traditional students. Weeks and months may be required to correspond with different school districts and colleges throughout several states, often covering a span of several years. This can be frustrating and frequently annoying to everyone involved. But it is necessary.

The data reveal that an attempt to enter graduate school, where age of the applicant becomes significant in several of the colleges, can be equally disturbing. If the numbers to be accepted are being balanced against the number of openings available, and one older adult isn't selected, he or she has more cause for wonderment.

Registration, after acceptance, is frequently a "trial" for older adults whose life experiences have modified their attitude and patience for methods which they may have thought out-moded. It would appear from the data, and information received in interviews, that there are significant differences in being a full-time or part-time student, regardless of age. Further research is needed to establish valid data in these areas of barriers.

TABLE 7

Barriers as Perceived by Adults
(Questions 7, 8, 9, 11, 14, 15, 16, 17)

Question	Analysis of 'Yes' Responses (In Percentages)	
Do you feel that your	Range	42
local university wants	Standard Deviation	7
you to enroll as a	Expected Value	46
student?	50% Probability Interval	41 to 51
* * *		
If you chose to enroll,	Range	33
would you have sufficient	Standard Deviation	5.5
time to complete	Expected Value	37
university courses?	50% Probability Interval	33 to 41
* * *		
Are university class	Range	58
schedules advertised in	Standard Deviation	9.67
your area, sufficiently?	Expected Value	50
	50% Probability Interval	43 to 57
* * *		
Does fear of personal	Range	25
safety prevent older	Standard Deviation	4.13
adults from enrolling	Expected Value	36
for classes on campus?	50% Probability Interval	33 to 39

Table 7 -- continued

Question	Analysis of 'Yes' Responses (In Percentages)	
Do university policies & practices currently exist which discourage older adults from enrolling?	Range	67
	Standard Deviation	11.2
	Expected Value	62
	50% Probability Interval	54 to 70
	* * *	
Would total cost (transportation, tuition, etc.) be a barrier to your enrollment at the university?	Range	25
	Standard Deviation	4.17
	Expected Value	36
	50% Probability Interval	33 to 39
	* * *	
Do you feel that older adults face barriers to enrollment that traditional students do not?	Range	37
	Standard Deviation	6.17
	Expected Value	67
	50% Probability Interval	63 to 71
	* * *	
Do negative attitudes exist among university personnel toward older adult becoming students?	Range	50
	Standard Deviation	8.33
	Expected Value	72
	50% Probability Interval	66 to 78

CHAPTER V SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

It was the purpose of this study to determine the educational needs and desires of older adults (age 60 and over) and the barriers to their enrollment in the State University System, as perceived by administrators and faculty of three universities and by the older adults, themselves. Specifically, the research attempted to develop guidelines for recruitment of older adults as students in the State University System.

This study was limited to the three universities: University of Florida, University of South Florida and the University of North Florida and the cities where they are located, Gainesville, Tampa-St. Petersburg, and Jacksonville, Florida, respectively. At each university, ten administrators and faculty were asked to serve as key informants and fill out a Questionnaire which appears in Appendix A. In each city, ten presidents or other officers of older adult organizations, or directors of agencies which served senior citizens were interviewed as key informants and asked to fill out an Educational Opinionnaire for Older Adults (see Appendix B).

The two survey instruments contained questions which required Yes and No responses, which were analyzed by the computer program, Probable Impact Exploration System (PIES). It then reported the Range, Standard Deviation, Expected Value and the 50% Probability Interval. The following statements represent the major findings of this study:

1. Administrators and faculty believe that the universities are not making a special effort to enroll older adults because:
 - a. There are few programs of study designed especially for older adults.
 - b. Few workshops or conferences have been established to acquaint older adults with potential course offerings.
 - c. No special effort is made to recruit the older adult graduates of junior colleges.
 - d. Retiring military officers receive no special attention from a recruiting staff.
 - e. The universities have limited coordination with Area Agencies on Aging, Administration on Aging programs or HRS agencies.
2. Administrators and faculty perceive a limited number of barriers imposed by university, state or federal regulations to their enrollment.

3. Administrators and faculty were consistent in their positive responses that:
 - a. Older adults may be approaching the universities more in the future for assistance in career transition or pursuing a second career.
 - b. Retired professors may return for orientation in new endeavors.
 - c. Cooperation with local industries is needed for re-orientation of their potential retirees who are facing retirement problems.
 - d. That CLEP may be used more in the future than in the past, and
 - e. Modifications in publicity and public relations activities would be necessary for an expanded recruitment program in SUS.

And from the Educational Survey of Older Adults, their perceptions are that:

1. Older adults have not been enrolling at universities in large numbers since reaching 60 years of age.
2. Even though they are not enrolling,
 - a. They do want to take more courses, for credit or non-credit (audit).
 - b. They do have the time and costs are not the largest barrier.

- c. They are not as well acquainted with the university courses which are being offered for older adults as they would like and would appreciate receiving information.
 - d. When they enroll for a course, classes on the campus are preferred to educational TV, independent study or correspondence.
 - e. They have no personal fears for their safety on campus and choose to attend classes with traditionally-aged students rather than to be in classes restricted to their own peers.
 - f. They are also confident and believe in the expression: "You are never too old to learn."
3. Older adults are consistent in their opinions that:
- a. There are policies and practices (especially, in admissions and registration) which discourage older adults from enrolling.
 - b. Due to negative attitudes among some university personnel, older adults face barriers that traditional students do not face.
 - c. On occasion, they feel that the university does not want them to enroll.

Conclusions

As a result of the findings of the investigation, the following conclusions were drawn:

1. The State University System must decide to make a stronger effort to recruit older adults as students, if they desire a larger older adult enrollment.
2. There are divergent perceptions between the two populations of this study regarding the existence of barriers imposed by university policies and procedures, or state and federal regulations.
3. The universities should give more publicity to the availability and advantages of CLEP, as well as the services they can render to the potential retirees of local industries.
4. There is need for publicity and public relations to keep older adults informed of available university services and to assure them they are welcome and would be an asset to the student body.
5. Older adults have educational needs now, if no other than lifelong learning and the satisfaction it brings. (Other reasons, such as economic problems may force more older adults back into the job market. Spiraling inflation rates reached 13% at the end of 1979. Over 60% of single older adults live below poverty level.)

Recommendations

Based on the results of this research, the following recommendations are suggested as guidelines for recruitment of older adults into programs of study in the State University System:

1. The State University System (SUS) should provide access to all programs and services within the system without regard to age and should take affirmative action to ensure that older adults--a traditionally under-represented group--are given every opportunity to benefit from the services of the university system.
2. The SUS should provide leadership in identifying any state statute or university procedures and practices that impede the enrollment of older adults as students or the delivery of services to them, especially in the area of admissions.
3. The SUS should make educational services more accessible to older adults by expanding public relations and publicity departments so that all of the public may stay informed of the activities.
4. The SUS should conduct continuous evaluation of educational needs as Florida's older adult population increases each year.

5. The SUS should strive to increase enrollment of older adults in each university service area until some acceptable minimum quota is reached.
6. The SUS should study the need for one or more of the nine universities to establish a special Senior Citizens Fellowship Program where unlimited educational opportunities may be provided (even the doctorate level, if desired).
7. Each university should welcome the opportunity to cooperate with local industries within their service area in re-training or re-orienting employees who are anticipating retirement in a few years. (College Level Examination Programs may be offered as an alternative to assist some who are interested in enrolling full time).

Studies such as this one suggest ideas for additional investigation. Research is needed in each of the service areas of the nine universities to determine how many of the university-eligible older adults want to enroll in universities and when. If these guidelines are implemented and publicized, the data show that a positive effect would result. Simultaneously, other studies could be done at each university among administrators and faculty to determine the significance and validity of the results of this study. Many studies were made during the 1970s. The 1980s should be the period of implementation of results.

APPENDICES

APPENDIX A

QUESTIONNAIRE FOR UNIVERSITY ADMINISTRATORS AND FACULTY

QUESTIONNAIRE FOR UNIVERSITY ADMINISTRATORS AND FACULTY

1. Does this university make a special effort to enroll older students (Aged 60 and over)? YES ____ NO ____ DON'T KNOW ____
2. Are there programs at this university which have been especially designed for older adult students? YES ____ NO ____ DON'T KNOW ____
3. Has this university established any workshops or conferences for older adults to acquaint them with the potential course offerings to encourage them to continue an educational program?
YES ____ NO ____ DON'T KNOW ____
4. Does this university have special liaison with the local junior/community college for the purpose of enrolling their older graduates into university courses? YES ____ NO ____ DON'T KNOW ____
5. Some junior/community colleges do not require tuition payment from older adult students. Would you approve such a policy at this university? YES ____ NO ____ DON'T KNOW ____
6. Due to current trends, especially high inflation and work shortages, do you believe that more older adults will be turning to the university for assistance on second careers or transition?
7. Is it possible that retired university professors may be considering a second career, other than teaching, and might need assistance from the university for re-orientation?
YES ____ NO ____ DON'T KNOW ____
8. Does the university supply older adult students the same type of vocational guidance as does other students or graduates?
YES ____ NO ____ DON'T KNOW ____
9. Florida will have over three million persons age 60 and over by 1990. Should an expanded Educational Gerontology program be in the university's plans? YES ____ NO ____ DON'T KNOW ____
10. Do you think there are university, state or federal regulations which act as barriers to older adults enrolling as students?
YES ____ NO ____ DON'T KNOW ____
11. Would modifications in the Publicity and Public Relations Departments be necessary if this university were to start a recruitment of older adults as students? YES ____ NO ____ DON'T KNOW ____

12. Do you think that local industries would be interested in working jointly with the university on Pre-retirement, Career Transition and Second Careers for their older employees?
- YES _____ NO _____ DON'T KNOW _____
14. Do you believe that older adults as students would be interested in participating in campus extra-curricular activities?
- YES _____ NO _____ DON'T KNOW _____
15. Does this university make any special appeal to the retiring military officers to enroll at the university for a second degree or for up-dating and re-orientation?
- YES _____ NO _____ DON'T KNOW _____
16. The 1977 census shows that 300,000 citizens of Florida (Age 60 and over) have attended college. More than 150,000 of them are in the eight counties where nine universities are located. Would a statewide recruitment be appropriate to enroll them?
- YES _____ NO _____ DON'T KNOW _____
17. Do you believe that the majority of persons receiving Social Security benefits (over 250,000 in Pinellas County alone) would like to be working - even if they earned only the 'allowable non-penalty' amount by the Social Security Agency?
18. Has this university coordinated activities with local Health and rehabilitative Services (e.g., Aging and Adult Programs or Area Agencies on Aging) to assist older adults in enrolling as students? YES _____ NO _____ DON'T KNOW _____
19. Should Mandatory Retirement be abolished at all levels of government and in private companies and corporations, if it is based upon the age of the employee and nothing else?
- YES _____ NO _____ DON'T KNOW _____
20. The most recent surveys indicate a gradual decline in numbers of traditionally aged students - age 18 to 22 - during the 1980s and 1990s. Do you have any recommendations or suggestions that would eliminate existing barriers, if any, or to help promote the enrollment of older adults as students?

(Please use the back of this page as needed!)

APPENDIX B

EDUCATIONAL SURVEY OF OLDER ADULTS
IN SELECTED UNIVERSITY AREAS

EDUCATIONAL SURVEY OF OLDER ADULTS* IN SELECTED UNIVERSITY AREAS

(With the assistance of organizational presidents and
program directors as Key Informants in the study)

1. Age: 60-64 ____ 65-69 ____ 70-74 ____ 75+ ____
2. Sex: Male ____ Female ____
3. Marital Status: Married ____ Divorced ____ Separated ____
Single ____ Widow ____ Widower ____
4. Work Status: Full Time ____ Unemployed ____ Volunteer ____
Part Time ____ Self-employed ____ Retired ____
5. Highest school grade completed: (Please circle one)
Less than 12 12 13 14 15 16 BA MA PhD
6. Residence: Owner ____ Renter ____ Other ____
7. Health: Excellent ____ Good ____ Fair ____ Poor ____
8. Physical Limitations: Yes ____ No ____ If yes, please
specify: _____
9. Annual Income: Under \$5000 ____ \$5000 - \$9999 ____ Over \$10,000 ____
10. Transportation: Car ____ Bus ____ Other _____
11. How far would you be willing to travel to study the subject
of your choice at the nearest university?
(Circle the No. of Miles) 1 2 3 4 5 6 7 8 9 10 10+
12. What time of day would you prefer to attend university classes:
Morning ____ Afternoon ____ Evening ____
13. How would you normally find out about university classes:
Newspapers ____ Radio/TV ____ Brochures ____ Friends ____
Other sources _____
14. Would you prefer to take courses for credit or non-credit?
Credit ____ Non-credit ____
15. What two courses would you most like to take at the university?
1st _____ 2nd _____
16. Is there any problem preventing you from taking courses?
Cost ____ Time ____ Transportation ____ Other _____

* OLDER ADULTS are classified as persons age 60 and over.

Thank you for your assistance!

AN EDUCATIONAL OPINIONNAIRE FOR OLDER ADULTS

(Please CIRCLE the answer of your choice, either YES or NO)

1. Have you taken a university course since achieving age 60? YES NO
2. Do you want to take more university courses sometime? YES NO
3. Are you acquainted with the educational programs offered by community agencies or universities for older adults? YES NO
4. Would you like to audit (visit) some university classes? YES NO
5. Are you interested in receiving information concerning future university class schedules for older adults? YES NO
6. If the university offered a special training course in your area of interest or expertise, would you enroll? YES NO
7. Do you feel that your local university wants you to enroll? YES NO
8. Do you have sufficient time to complete university courses? YES NO
9. Are program schedules sufficiently advertised, locally? YES NO
10. Would you be interested in taking special tests to determine if you are eligible for college credits from your years of living and experience (CLEP)? YES NO
11. Does fear for personal safety keep older adults from enrolling in a university class which meets on its campus? YES NO
12. Do you think that older adults feel more comfortable and learn better in classes with others of their own age? YES NO
13. Are correspondence courses, educational TV, or independent study better for older adults than classes on campus? YES NO
14. Do university policies and practices currently exist which discourage older adults from enrolling as students? YES NO
15. Would total cost (tuition, transportation, materials) be a barrier to enrollment of older adults? YES NO
16. Do you feel that older adults face special barriers to enrollment that young 'traditional' students do not have? YES NO
17. Do negative attitudes exist among university personnel toward older adults becoming students? YES NO
18. Do you believe that "you are never too old to learn"? YES NO
19. Please express your attitude concerning the future for an expanded enrollment at state universities of older adults and indicate what problems you think may be encountered.

(Please use the back of this page.)

Thank you for your assistance!

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Elwood Nickell Chambers was born in Dunham, Letcher County, Kentucky, to Grover Cleveland and Frances Nickell Chambers. He received his elementary and high school education in Johnson County, Kentucky. He attended Alice Lloyd Junior College prior to enrollment at the University of Kentucky in Lexington where he received a Bachelor of Arts degree in business administration.

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